



## Mentor Teacher/Intern Information

**LYON COLLEGE TEACHER EDUCATION**  
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**NOTE:** A complete copy of the Lyon College Teacher Education Handbook can be found on our website.

# Liberal Arts Teacher Education Program

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### Liberal Arts Teacher Education Committee

The Teacher Education Program at Lyon College values its strong relationship with surrounding school districts. These strong relationships give us significant input from school-based practitioners into the work of the Liberal Arts Teacher Education Committee. This committee serves as a policy-making and advisory group for the Lyon College Teacher Education Program.

### Partner School Districts

Lyon College places candidates with qualified mentor teachers in three partner school districts: *Batesville, Southside and Cave City*. Lyon will consider placing candidates in other districts if an experienced teacher is available to collaborate and an agreement can be reached with the district.

The student internship experience is the culminating activity for teacher education candidates. The application in the classroom of methodology and learning theory is for many the highlight of their college years of coursework. ***The time spent with mentor teachers is invaluable*** in providing models that will be the basis for developing individual philosophies and personal conceptions of what education for all children ought to be.

# LYON COLLEGE

## CONCEPTUAL FRAMEWORK *for* TEACHER EDUCATION

*The Education of the Whole Person BUILT  
on the Foundation of Liberal Arts*

**B**E wise consumers of  
education research

**U**NDERSTAND and address inequities in  
the classroom as they relate to race,  
gender, and social class

**I**NSTRUCT using technology skills

**L**EAD in the continuous improvement  
of schools

**T**EACH effectively at the appropriate instructional  
level

## THE LIBERAL ARTS FOUNDATION

*Lyon College teacher education candidates should be  
liberally educated and take liberal arts knowledge, skills  
and dispositions into the classroom.*

# LYON COLLEGE TEACHER EDUCATION PROGRAM CONCEPTUAL FRAMEWORK

## Our Mission

***“The Education of the Whole Person BUILT on the Foundation of Liberal Arts”***

## Our Vision

We believe that each child, regardless of gender, race, creed, family background or socioeconomic status, has a right to be taught by a qualified teacher, a teacher who can help each child become all he or she can become. Our intent is to create a program for teachers that will bring that vision into practice.

## Grounding the Vision

Our vision is grounded in the principles that follow:

1. Qualified Teachers Need a Liberal Education.

Sharing the NCATE vision of qualified teachers, Lyon College insures that its graduates, who become licensed teachers, have completed a liberal education by requiring them to major in a liberal arts discipline while completing a liberal general education program. We believe that liberally educated people are, as the college mission states, “thoughtful, inquisitive, critical and creative” men and women with ingrained “habits of reasoned thought,” and virtues of “honesty, fairness, and respect” for others. Lyon wants candidates with these dispositions to become teachers and future leaders in our schools.

2. Qualified Teachers Need Pedagogical Skill.

Evidence shows that subject matter knowledge is not enough for effective teaching. Teachers must also understand and be able to apply the growing knowledge base of pedagogy. Accordingly, the heart of our teacher education program is a series of observation, participation, and internship experiences that will prepare better practitioners.

3. Qualified Teachers Need to Model and Encourage Critical Thinking.

Learning to think critically enables children to become responsible citizens able to respect differing points of view and to appreciate the contributions of diverse peoples. Liberally educated teachers provide children with an academic foundation that cultivates their critical thinking skills.

## Conceptual Framework Expanded

### INTRODUCTION

To facilitate excellence in teaching, the Lyon College Teacher Education program seeks to provide an environment conducive to the preparation of competent, qualified teachers for today's schools. The model is "**the education of the whole person**" based on the foundation of the liberal arts. The Education program supports the mission of the College in its endeavors to develop creative and thoughtful leaders.

Lyon College graduates of teacher education concentrations and the Early Childhood Major will achieve the following outcomes:

1. ***Be wise consumers of educational research by***
  - a. Applying current research to improve teaching and learning
  - b. Using research to make data-based decisions
  - c. Designing, conducting and communicating the results of their own studies
2. ***Understand and address inequities in the classroom, as they relate to race, gender, and social class by***
  - a. Teaching in culturally relevant ways that affirm every students capacity to learn
  - b. Creating classroom learning environments that provide all students opportunities to learn
  - c. Using a variety of approaches to assessment of learning
3. ***Instruct using technology skills by***
  - a. Identifying, using and assessing instructional technology
  - b. Developing in students the ability to use instructional technology
4. ***Lead in the continuous improvement of schools by***
  - a. Communicating well with students, parents, and community members
  - b. Working sensitively with diverse students, parents, and community members
  - c. Collaborating effectively with peers and administrators in cooperative teaching/learning teams
5. ***Teach effectively at the appropriate instructional level by***
  - a. Identifying students' developmental levels
  - b. Applying a knowledge of child and adolescent growth and development at the appropriate instructional level
  - c. Using a variety of teaching/learning strategies at the appropriate developmental level
6. ***Be liberally educated and take liberal arts knowledge, skills and dispositions into the classroom by***
  - a. Demonstrating proficiency in reading, writing, speaking
  - b. Having a general knowledge of several liberal arts disciplines and by being able to integrate their content into lessons they teach
  - c. Demonstrating intellectual ability in a liberal arts major
  - d. Fostering critical and creative thinking in their students
  - e. Demonstrating ethical professional behavior
  - f. Demonstrating enthusiasm for teaching and learning
  - g. Fostering a love of lifelong learning

## The Student Internship

### Goal

The goal of student internship is to provide the pre-service teacher with a realistic experience in planning, managing, and teaching in an early childhood or secondary classroom.

### Objectives

At the end of the student internship, the student intern will be able to:

- Identify individual learning needs.
- Plan and teach lessons at the appropriate level.
- Guide and direct learning in a classroom by using a variety of techniques.
- Evaluate student learning and progress.
- Report student learning and progress to parents and administrators.
- Demonstrate professional work habits, ethics, and relationships.

### Activities

In order to accomplish the above objectives, the student intern shall:

- Participate daily, Monday through Friday, in his/her placement.
- Assist the classroom teacher in organizing and preparing a classroom.
- Gradually assume responsibility for teaching the various subject areas.
- Assemble teaching units and write daily lesson plans.
- **Assume full classroom responsibilities for at least two weeks of the internship.**
- Participate in all activities expected of the classroom teacher each semester.
- Adhere to district policies for certified faculty including the ones **concerning the times to arrive at and depart from schools.**
- **Students are required to put in a minimum of 16 clock hours a week at the school and should document it in schedule planning.**

### Student Internship Observations

There are two different types of observation to be conducted during the internship experience: you will observe your mentor teacher and you will observe other teachers in a different education setting. The observations of other teachers will be arranged by you, your mentor, and your University Supervisor. When possible these will include traveling to model schools for a different perspective on education. You will need to write a reflection paper for each of the observations outside of your mentor teacher's classroom. More details about this will be given in your internship seminar.

At the beginning of the school year, you will spend a good deal of time observing your mentor teacher. Following the first week of observation of your mentor, you will simply record your time.

### In-depth Student Study and IEPs – FALL SEMESTER

**Rationale:** An in-depth study of one pupil enables the student intern to focus intensively on one individual for the purpose of knowing that individual better and enabling the intern to understand the multi-dimensions influencing that pupil's growth or lack thereof in the

classroom. In-depth studies provide a wealth of detail and are, therefore, rich in possible insights. However, the interpretation of in-depth studies depends on the wisdom as well as the biases of the interpreter. The study enables the intern to observe a pupil in a school setting and to observe how he or she changes over time.

**Purpose:** To give the student intern a holistic view of a pupil and to enable the intern to design an individualized program for the pupil.

### **Components of the study:**

The study should include:

1. A description of the pupil including age, physical appearance (height, weight,) unusual aspects, (e.g. any form of exceptionality, ethnicity, age, etc.) The pupil should be anonymous, e.g. John S. or Mary K., using fictitious names.
2. A description of the setting, e.g. third grade, self-contained classroom in X school in X district or 4<sup>th</sup> period Science class at X high school in X district.
3. A comparison of the pupil in regard to others on the elements in # 1., e.g. taller, shorter, older, younger, etc.
4. A description of how the pupil relates to peers. To teachers. Is the pupil an isolate or well accepted by the group? Does the pupil have just one special friend or a group?
5. A description of the external appearance of the pupil's home. You can achieve this simply by driving by and observing the home and the neighborhood. What inferences can you make from this observation?
6. Naturalistic observations of the pupil over time. This can be brief notes on the pupil's behavior, performance in class – good days, bad days, absences, interactions with other students and teachers. If possible to observe the pupil's eating habits (e.g. in the cafeteria), this will provide you with some relevant data. Find out if the pupil has hobbies or collects certain things, e.g. stamps, coins, etc. What kind of music does the pupil like? What does he or she like to do in his/her spare time?
7. Conclusion: Based on your in-depth knowledge of this pupil, make recommendations for assuring this pupil's success in the classroom. Identify any special strategies you, the teacher, would use to help the pupil achieve success.

More details about this assignment will be given in your internship seminar.

### **Suggested Procedure for the Student Internship Period**

Student Interns will receive eight (8) credit hours for the internship experience spread over an entire academic year. Interns continue to take courses at the college while teaching part-time in the public schools.

Each intern and mentor teacher will work out **an individualized program** depending on the public school and college schedules. The individualized program must include daily classroom involvement Monday through Friday unless an alternate schedule is approved by the Lyon Supervisor and the partnering Mentor Teacher. Student Interns may work out schedules in a variety of ways pending approval by the University Supervisor. A completed schedule is to be filled out at the beginning of the internship year. A copy of this



schedule should be given to the mentor teacher, a copy to the University Supervisor, and a copy should be placed in the Assessment Portfolio.

Student interns will start the internship year with **"Starting the School Year"** which means that they will begin when public school classroom teachers do. They will remain in the classroom **full time** for the first weeks of the K-12 calendar, **keeping the same hours on campus as their mentor teacher**. After these initial weeks they will begin classes at Lyon College and will continue with their individualized internship programs according to the schedule they have worked out. If there is a day when Lyon classes are cancelled, but the public school is open, the student intern is expected to be at the school for the full day. Interns are expected to be ready to start their placement no later than one full week prior to the first day of classes on the public school calendar.

### **Responsibilities for Student Internship**

The student internship is a cooperative venture involving a number of people. Following the student intern's request for placement, a Teacher Education faculty member makes the initial contact with a partner school district administrator who has the responsibility for making student intern assignments. That administrator, in consultation with district principals and teachers, finalizes the field placements. The student intern signs a contract (see Appendix). Then information delineating roles and responsibilities for the student internship is distributed to all personnel participating in the student internship experience. At the end of the experience an honorarium is sent by the College to the teacher for each student intern.

### **The College Supervisor**

Each student intern is supervised by a Teacher Education faculty member, who is called the Supervisor. The Supervisor makes a preliminary visit to get acquainted with school personnel and to see that the principal(s) and mentor teacher(s) understand procedures for the student internship period. At the time of the preliminary visit, the Supervisor may be able to set a time for the first full visit. The Supervisor will visit the student intern **at least** three times each semester. **In the secondary concentration, at least one visit during the internship will be made at the discretion of a faculty member from the intern's major area of study.** In the early childhood education program, however, a visit by a faculty member from the intern's major area of study is optional. During each visit, the Supervisor will complete an Observation Form (see Appendix) which will give feedback regarding the intern's performance. One copy of the form will be filed in the student intern's electronic Assessment Portfolio.

Throughout the semester the College Supervisor will confer regularly with the mentor teacher, student intern, and members of the internship team about the experiences and progress of the student intern. **The Supervisor should be called immediately by either the mentor teacher or student intern when problems arise.** Talking the problem through may prevent future problems.

### **The Principal**

The principal will work with the mentor teacher(s) to help provide a good experience for the student intern. The principal should make decisions regarding the student intern's participation in in-service, staff meetings, and parent-teacher conferences. **Interns are expected to participate in all activities required of the mentor teacher.** The principal may give the student intern helpful feedback by making a formal evaluation during the teaching of a lesson. Additional help may be given by discussing criteria used when hiring teachers or conducting a mock interview.

## The Mentor Teacher

Student interns work collaboratively with their mentor teachers, those teachers to whom student interns are assigned. Usually, the mentor teacher has at least three years experience in the District and some education beyond the bachelor's degree. The mentor teacher has the dual role of being responsible for the instructional program for pupils while serving as mentor for the student intern. While the role of mentor is of utmost importance, the College recognizes that the first responsibility of the mentor teacher is to the pupils in his or her classroom. The College reserves the right to remove the student intern if the situation does not seem to be serving the best interests of the pupils in the classroom and/or the student intern.

## Evaluation

The mentor teacher is responsible for evaluating the student intern. Evaluation should be a continuous process with feedback given to the student intern **on a regular basis through weekly conferences**. Mentor Teachers will also assist in grading the intern by completing disposition surveys electronically or on paper on a monthly basis coinciding with each visit by the College Supervisor. The survey results will be factored into the intern's grade for the internship and will be placed in the student intern's electronic portfolio. A "Final Report" that also factors into the intern's grade (see appendix) is to be sent to the College at the completion of the student internship. This final report is also completed via electronic survey.

The student internship credit at Lyon College is on a letter grade basis and final determination of the grade is made by the Teacher Education faculty with the above mentioned input from the partnering mentor teachers.

## Student Internship Expenses

Student Internship Fee . . . . .	\$200.00
(payable \$100 per fall and spring semester)	
Praxis II Tests. . . . .	varies*
FBI check . . . . .	\$ 41.50

\*Changes in the Praxis exams occur periodically. Check with the Program Director or your College Supervisor before registering for your Praxis II exams so you can be sure to enroll to take the appropriate exams.

### **PLEASE NOTE:**

Candidates in English, Spanish, and Mathematics are **exempt** from the PLT if they have taken and passed all of the required PRAXIS II Specialty Area Test(s) for their licensure area.

### **PLEASE NOTE:**

The PRAXIS II Specialty Exam required as of September 1, 2007 for Early Childhood P-4 is "Early Childhood Content Knowledge, Code 022. The minimum score will be 157.

## Information on how to register for Praxis Exams and Tests at a Glance

Information can be found at: [www.ets.org/praxis](http://www.ets.org/praxis)

and on the Lyon Teacher Education Webpage

<http://www.lyon.edu/academic/programs/socialscience/education.aspx>

## Lyon's Suggestions to Your Mentor Teachers

Determining just how to ease the student intern into actual teaching requires some planning and must be done on an individual basis, however some suggestions include the following:

1. The internship will consist of **8 credit hours with a minimum of 480 clock hours (240 per semester)**. Interns will participate in approximately 300 hours of actual teaching, which includes classroom instruction for individuals, testing & tutoring, and work with small groups. (Time spent grading papers and planning **may not** be counted as internship clock hours.) One credit hour will be earned for every 60 clock hours of internship. **Interns should complete a minimum of 240 clock hours per semester. (NOTE: Interns with special scheduling needs may request permission to "bank" hours in the fall semester. The request must be made in writing to the Director of Teacher Education, and decisions will be made on a case-by-case basis.)**
2. So that student interns can become acquainted with the methods and materials being used in your room, we suggest that they be allowed to observe a short time before actually beginning to assume responsibility for lesson planning and teaching. At first interns should be given routine tasks such as checking papers, preparing special lessons, helping with small groups, or working with individual students.
3. When you feel the student intern is ready, give the intern responsibility for teaching selected lessons. This could be done by rotating classes taught so that every area has been covered before full responsibility is assumed. Go over lesson plans with the student intern to see that everything has been well thought out. (Refer to "Suggested sequence of student teaching responsibilities" on the next page.)
4. You and the college coordinator will determine when the student intern is ready to assume complete control and teaching of the class. You decide together whether or not s/he is more comfortable with you in or out of the room. If you do not stay in the room the entire time, you should be immediately available to the student intern if the need should arise.
5. **Please set up a regular weekly conference time with the student intern so that you may discuss any problems and share ideas for improving the teaching experience.** Do not hesitate to give constructive criticism. Feedback is essential to a positive learning experience.
6. Provide the student intern with a list of students, a seating chart, a copy of the daily schedule, fire and tornado drill procedures, and a school handbook.
7. Provide a place in the classroom, such as an extra desk, where the student intern may keep her/his personal belongings and inform the intern of any special dress code that is expected.
8. Introduce the student intern to the other people in the building, including the secretary, cafeteria personnel, and custodians.
9. Acquaint the student intern with school policies as specified in the school's handbook and share the school bulletins or announcements with the student intern.
10. Include the student intern in faculty meetings, conferences, in-service, and professional meetings as much as possible. **The student intern should become a part of the total school program.**
11. Help the student intern by providing guidance through lesson planning and teaching and by giving suggestions for improvement.
12. **Contact the College Coordinator if there is a question or concern regarding the student intern. Please keep a written record of intern absences, tardies, and early departures.**

## **Suggested Sequence of student teaching responsibilities**

### Secondary Interns

#### **Fall Semester**

<b>Week</b>	<b>Intern Responsibilities</b>
<b>First two weeks of semester (August)</b>	<b>Observe/Assist</b>
<b>September</b>	<b>Observe/Assist/Assume full responsibility for 1 subject/class</b>
<b>October</b>	<b>Observe/Assist/Assume 2 subjects/classes – Teach 2 subjects/classes</b>
<b>November</b>	<b>Teach 2 subjects/classes/Assume 3 subjects/classes</b>
<b>December</b>	<b>Teach 3 subjects classes</b>

#### **Spring Semester**

<b>Week</b>	<b>Intern Responsibilities</b>
<b>January</b>	<b>Teach 3 – 4 subjects/classes</b>
<b>February – Spring Break</b>	<b>Teach all subjects/all classes</b>
<b>After Spring Break</b>	<b>Phase out of 1 subject/class</b>
<b>First two weeks of April</b>	<b>Phase out subjects/classes 2 &amp; 3/Observe and assist</b>
<b>Last two weeks of April and into May</b>	<b>Phase out of remaining subjects/classes – Observe and assist</b>

## Suggested Sequence of student teaching responsibilities

### Early Childhood Interns

#### Fall Semester – 1<sup>st</sup> internship

Week	My Dates for this week	Intern Responsibilities
Weeks 1 & 2	August	Observe and Assist
Weeks 3 & 4		Observe/Assist/Assume 1 subject
Week 5		Assist/Assume 2 subjects
Week 6 & 7		Teach 2 Subjects
Week 8		Teach 2 Subjects/Assume 3 subjects
Week 9		Teach 3 Subjects
Week 10		Teach 4 Subjects
<b>Week 11</b>		<b>Teach All Subjects</b>
<b>Week 12</b>		<b>Teach All Subjects</b>
Week 13		Phase out of 1 subject
Week 14		Phase out of subjects 2 & 3/ Observe and Assist
Week 15		Phase out of all subject and Observe and Assist

#### Spring Semester – 2<sup>nd</sup> internship

Week	My Dates for this week	Intern Responsibilities
Weeks 1 & 2	January	Observe and Assist
Weeks 3 & 4		Observe/Assist/Assume 1 subject
Week 5		Assist/Assume 2 subjects
Week 6 & 7		Teach 2 Subjects
Week 8		Teach 2 Subjects/Assume 3 subjects
Week 9		Teach 3 Subjects
Week 10		Teach 4 Subjects
<b>Week 11</b>		<b>Teach All Subjects</b>
<b>Week 12</b>		<b>Teach All Subjects</b>
Week 13		Phase out of 1 subject
Week 14		Phase out of subjects 2 & 3/ Observe and Assist
Week 15		Phase out of all subject and Observe and Assist

# The Student Intern

The student internship is an important part of the Teacher Education Program. As a guest in the school and member of a team, the student intern must assume responsibility for being professional in every way. There are several areas that require special attention.

## Attendance

During the student internship, the intern is required to be in attendance every K-12 day, Monday through Friday, as scheduled. This includes, whenever possible, days and times that the mentor teacher is on duty or is participating in teacher in-service, parent-teacher conferences, professional meetings, etc.

While illness or emergencies may occur that cause an intern to be absent, all interns are expected to maintain a professionally appropriate attendance record in their internship classrooms. Most Arkansas public schools provide teachers with nine (9) sick days and two (2) personal days per year. Since we expect Lyon education interns to be prepared, positive professionals, the following attendance policy will be in effect:

- Absences will be limited to five (5) calendar days per semester. Additional absences could lead to dismissal from the program and a possible failing grade for the internship course.
- Two (2) late arrivals or early departures will count as one (1) absence.
- The student intern **must notify the mentor teacher and the college supervisor** at the earliest possible time **prior to the absence via telephone, email, Facebook, or text message.**
- Following the third absence, the intern will meet with his or her coordinator and receive a written reminder of the internship attendance policy.
- Following the fifth absence, the intern will meet with a college supervisor and the Director of Teacher Education to review the intern's continued participation in the internship.
- Failure to accurately report absences, late arrivals, or early departures may be viewed as a violation of the College's Honor Code and treated as such.
- **Interns must complete a minimum of 240 clock hours of internship participation each semester. (NOTE: Interns with special scheduling needs may request permission to "bank" hours in the fall semester. The request must be made in writing to the Director of Teacher Education, and decisions will be made on a case-by-case basis.)**

## Schedule for Intern

Student Teacher Interns are expected to follow the schedule of the cooperating school to which they are assigned. This includes professional development, holidays, and Spring Break. Student interns are also to follow normal school day hours when making out their schedules. Generally the school day starts at 7:30-7:45 and ends at 3:30. This daily schedule may vary from school to school. Interns are expected to follow the schedule of the cooperating teacher. This includes after school meetings. **The College Supervisor must approve any change in the daily schedule.**

### **Dress and Grooming**

The student intern is expected to follow the dress code established by the school district. As a model for young students, the student intern should be neat and well groomed. The professional appearance of the student intern will aid in identifying him/her as an authority figure. Do not eat or chew anything while teaching. Wind suits, sweats, shorts, t-shirts, flip flops and jeans are generally not acceptable. If a student intern has piercings (tongue, nose, eyebrow, and navel rings), these should be removed before going to school or school events. Tattoos should be covered by clothing.

### **Planning and Preparation**

Careful planning and good organization are prerequisites for successful teaching. The student intern can facilitate lesson presentation by spending much preparation time in advance of actual teaching. Daily and weekly plans must be available in advance for both the mentor teacher and college supervisor to discuss.

### **Discipline/Classroom Management**

The mentor teacher will establish a routine for classroom management and guidelines for discipline. The student intern should be conscientious about following the procedures established by the teacher. Consistency is important to maintaining a positive teaching/learning environment.

### **Interest in Education**

Educators are often judged by the interest and enthusiasm they project. Student interns who are excited about student internship tend to motivate those with whom they work. Attendance at functions beyond the school day is often used as an indicator of interest in students as individuals. The student intern who is perceived as a warm, caring person will usually relate well to others.

### **Professionalism**

Teaching is a profession. As a member of that profession, the student intern is expected to maintain high ethical standards. Relationships with students should be of a professional nature. The school, its personnel and students should not be discussed negatively. Statements made by school personnel, parents or teachers should be kept confidential. **The student intern needs to be flexible and open to constructive suggestions.**

As interns develop relationships with students, they should use discretion and keep a professional distance. It is **strongly** recommended that candidates not give home phone numbers and email addresses to students, nor share Facebook or other social network space with students. ALL communication with students/**minors** should be of the highest professional level.

### **Legal Liability**

A student intern, while in the performance of his/her duties and responsibilities as a student intern, shall be legally liable for his/her own acts and conduct, and shall be afforded protection under the law, to the same extent as his/her mentor teacher(s) and other officers and employees of the school district. In the

temporary absence of the mentor teacher from the classroom and while the assigned student intern is required to remain in the classroom, the pupils thereof shall be under the direct supervision and disciplinary control of the student intern.

### **Student Interns as Substitute Teachers**

The student internship is designed to be a mentored experience in which a novice works with an experienced professional educator who serves as a role model. The use of the student teacher as a substitute jeopardizes this priority and places the student teacher in a position of assuming undue responsibility. For these reasons **student interns should not be used as substitutes** during the internship experience. When the internship is completed, students are free to place their names on the substitute list.

### **Use of Corporal (Physical) Punishment**

In view of the legal status of student interns, no student intern from Lyon College will be allowed to administer or witness any form of corporal punishment. If any student intern should be placed in a situation where corporal punishment is being used, the punishment must be administered by a certified teacher or administrator. Violation of this policy will result in the student intern being withdrawn from student internship.

### **Language Habits**

Student interns should remember that they are to model standard language usage. The interns' adherence to the rules of standard usage will be reflected in their overall evaluation.

### **Expectation of Students**

Student interns should be aware that their attitudes toward and expectations of the students they teach have a strong impact on how well those students perform. Student interns should refrain from making negative statements about the students they teach.

### **Social Networking Sites**

Facebook, Xanga, MySpace and any other social networking sites, websites, or blogs in which you participate should be reviewed for any unprofessional content. Be careful not to post content that is in violation of Lyon College policy or the policy of the school district to which you are assigned.



## Suggestions to Assure Success in the Internship

1. The internship will consist of **8 credit hours with a minimum of 480 clock hours (240 per semester)**. Interns will participate in approximately 300 hours of actual teaching, which includes classroom instruction for individuals, testing & tutoring, and work with small groups. (Time spent grading papers and planning may not be counted as internship clock hours.) One credit hour will be earned for every 60 clock hours of internship. **Interns should complete a minimum of 240 clock hours per semester.**
2. Confirm your source of transportation. Have your own car or share rides with one of the other students and plan to help with expenses. Do not rely on the teachers of the district for transportation.
3. If you live on campus, confer with the Dean of Students about arrangements for students eating lunch off campus or ask for a sack lunch from the College cafeteria. Do not charge lunches at school unless that is the district policy.
4. Follow school attendance policies for certified personnel. Leave for school early. Allow time for emergencies so that you will not find yourself rushing in breathlessly at the last minute. **Be punctual.**
5. Do not ask to leave school before you are scheduled to leave unless it is absolutely essential. **Assist the classroom teacher in after-school responsibilities as appropriate.**
6. **Keep outside activities to a minimum.** Save your energy for lesson preparation and planning. Get plenty of sleep so you will have the necessary vitality.
7. Notify your mentor teacher and college coordinator when you must be absent. **(REQUIRED)**
8. Stay home when you are ill. It is not wise to expose others to unnecessary illness.
9. Prepare thorough lesson plans before you teach. Ask your mentor teacher to go over them to be sure you have done adequate planning.
10. Study carefully. **KNOW the material you will be teaching** as well as the material that precedes and follows the lesson.
11. Make your presentations as interesting as possible. Be alive. Speak with authority.
12. Adhere to the mentor teacher's expectations for his/her students.
13. Be firm, direct, and positive with students.
14. Try to attend activities that are not a part of the school day. When possible, get to know families of the students. Teaching is much more than lecturing and grading papers.
15. Use school materials sparingly.
16. **TAKE YOUR WORK SERIOUSLY, BUT KEEP A SENSE OF HUMOR!**

# **THE FRAMEWORK FOR TEACHING MODEL**

The State of Arkansas has adopted Charlotte Danielson's FRAMEWORK FOR TEACHING model of supervision and evaluation to provide support to novice teachers. The outcomes of Lyon College's teacher preparation program are aligned with FRAMEWORK expectations. As a result, the Coordinator's Evaluation Form reflects the four FRAMEWORK domains.

## **FRAMEWORK Domain Descriptions**

### **Domain 1: Planning and Preparation**

Domain 1 describes how the teacher organizes for classroom instruction. Teachers must transform the curriculum so that it is accessible to their students. They must have a deep knowledge of the content itself and of how to design instruction that is appropriate to the diverse learners in the classroom.

### **Domain 2: The Classroom Environment**

Domain 2 focuses on the aspects of the classroom that are conducive to learning, not as associated with the learning of any particular content, but rather as they set the stage for all learning. The classroom environment is critical to promoting learning and making the teacher's exercise of instructional skills possible.

### **Domain 3: Instruction**

Domain 3 describes how teachers bring complex content to life for their students and engage them in learning through skillful classroom interactions, integrated assessment strategies, and teacher flexibility and responsiveness.

### **Domain 4: Professional Responsibilities**

Domain 4 focuses on the professional dispositions associated with teaching. Teachers demonstrate their commitment to high standards through self-reflection, attention to responsibility, and strong communication and collaboration with parents and colleagues.

## **OVERVIEW OF FRAMEWORK DOMAINS**

### **Domain 1: Planning and Preparation**

**Component 1a:** Demonstrating Knowledge of Content and Pedagogy

**Component 1b:** Demonstrating Knowledge of Students

**Component 1c:** Setting Instructional Outcomes

**Component 1d:** Demonstrating Knowledge of Resources

**Component 1e:** Designing Coherent Instruction

**Component 1f:** Designing Student Assessments

### **Domain 2: The Classroom Environment**

**Component 2a:** Creating an Environment of Respect and Rapport

**Component 2b:** Establishing a Culture for Learning

**Component 2c:** Managing Classroom Procedures

**Component 2d:** Managing Student Behavior

**Component 2e:** Organizing Physical Space

### **Domain 3: Instruction**

**Component 3a:** Communicating with Students

**Component 3b:** Using Questioning and Discussion Techniques

**Component 3c:** Engaging Students in Learning

**Component 3d:** Using Assessment in Instruction

**Component 3e:** Demonstrating Flexibility and Responsiveness

### **Domain 4: Professional Responsibilities**

**Component 4a:** Reflecting on Teaching

**Component 4b:** Maintaining Accurate Records

**Component 4c:** Communicating with Families

**Component 4d:** Participating in a Professional Community

**Component 4e:** Growing and Developing Professionally

**Component 4f:** Showing Professionalism

## Grievances

Lyon College suggests that every effort be made to resolve conflict collaboratively. Occasionally, differences or disagreements can occur during the internship. Each case will be handled individually based on the specific situation. In general, when minor conflicts arise, the intern or cooperating mentor teacher is encouraged to attempt resolution in the following ways:

- Discuss your concern(s) with the individual and give him/her a couple of days to respond.
- If you are not satisfied with the response, contact the college supervisor to make an appointment for a conference to discuss the issue(s).
- If the situation is not resolved following this conference, the intern or cooperating mentor teacher may contact the Director of Teacher Education and file a formal complaint in writing. The Director of Teacher Education will respond to the complaint in writing.
- If still unsatisfied, the intern or cooperating mentor teacher may appeal to the LATEC committee for a review of the issue(s).

## Unacceptable Internship Performance

The cooperating teacher should notify the Lyon coordinator as early as possible when an intern is not performing to expectations. The coordinator will work with the mentor teacher on an individual basis to specify areas that need improvement and strategies to be implemented. In general, the following options will be considered:

- The coordinator will be notified regarding the unacceptable quality of the intern's performance.
- The intern will be notified by the coordinator regarding problems that need to be addressed.
- When feasible, the coordinator, cooperating teacher, and intern will develop a teaching improvement plan (**TIP**) that includes
  - areas for improvement,
  - specific outcomes desired,
  - a timeline or specific deadlines, and
  - dates and signatures of the intern, the coordinator, and the cooperating teacher.
- A copy of this plan will be placed in the intern's file. If performance does not improve or if the intern does not agree to this plan, the intern may be dismissed from the internship.

## Termination of Internship Placements

Possible causes for termination of an intern's placement may include, but are not limited to, the following concerns:

- the cooperating teacher or principal requests termination,
- unprofessional or unethical behavior by the intern in the placement setting,
- evidence of lack of sensitivity to multicultural situations in the setting,
- excessive absenteeism, tardiness, or failure to comply with established policies,
- failure to submit required lesson plans and other assignments in a timely manner,
- inappropriate interpersonal conduct with students, staff, faculty, and administrators,
- inappropriate attitude or hostility, and/or
- breach of confidentiality concerning a student.

**Immediate termination** may result if the safety of either the intern or any person at the partner school is compromised by the placement. A decision for immediate termination is made by the Director of Teacher Education, in consultation with the college supervisor and the appropriate personnel at the partner school. Any concerns regarding safety should be brought immediately to the attention of the college supervisor and/or the Director of Teacher Education.

# Appendices



*Appendix A*

## **Lyon College Teacher Education Program STUDENT INTERNSHIP CONTRACT**

1. I will follow the agreed upon internship schedule as determined by the education faculty and the mentor teacher. I will follow school day hours (normal start time 7:30 – 7:45 and normal end time 3:30) and be punctual in arriving at school every day.
2. I will be present every day of student internship unless an emergency or illness should occur. If I must miss a day(s) of student internship, I will notify my mentor teacher and the building principal as soon as possible and the LATEC office by 8:30 a.m. on the day of the absence. Special arrangements may be made for me to make up the time I missed.
3. In the event of any unscheduled dismissal of school, I will immediately contact my college supervisor and/or the Director of Teacher Education for instructions on what to do.
4. As a representative of Lyon College, the school and community to which I am assigned, and the teaching profession, I will present myself in a professional manner both in and out of the classroom and will observe my assigned school's codes on conduct, progress, or other rules and regulations.
5. I will confer on a regularly scheduled basis with my mentor teacher regarding planning of work, performance, progress, or other matters pertaining to my student internship.
6. I will follow the "GUIDELINES COVERING ETHICAL PRACTICES" (K.S.A. 72-514), attached hereto.

I have read, and do understand, and agree to the above contract. I understand that a violation of any terms of this contract could result in my dismissal from student internship.

<b>Signature of Intern:</b>	<b>Date:</b>
<b>Signature of Lyon Coordinator</b>	<b>Date:</b>
<b>Cooperating Teacher Signature:</b>	<b>Date:</b>
<b>Cooperating Teacher Signature:</b>	<b>Date:</b>
<b>Cooperating Principal Signature:</b>	<b>Date:</b>

*Appendix B*  
**Guidelines Covering Ethical Practices**  
**(Attachment to Student Internship Contract)**

These guidelines reflect the generally accepted ethical practices relating to the educator's profession.

- (a) Educators in the performance of their professional duties shall be accountable for using the current scientific knowledge available concerning their profession.
- (b) Educators shall recognize basic dignities of all individuals with whom they interact in the performance of their professional duties.
- (c) Educators in the performance of their professional duties shall exercise due care to protect the mental and physical safety of students, colleagues, and subordinates for whom they are responsible.
- (d) Educators in the performance of their professional duties shall be accountable for maintaining their integrity and shall avoid accepting anything of value offered by another which is known to be or which may appear to be for the purpose of influencing their professional judgments.
- (e) Educators in the performance of their professional duties shall accurately represent their professional qualifications.
- (f) Educators in the performance of their professional duties shall be responsible to present any subject matter in a comprehensive, accurate and objective matter.
- (g) Educators in the performance of their professional duties shall extend to students the opportunity for individual action in pursuit of learning and shall take steps to ensure that the students shall have access to varying points of view unless there is just cause to act otherwise.
- (h) Educators, while performing their professional duties, shall take steps to ensure that their actions (or that of another on their behalf,) are not made with specific intent of advancing private economic interests. Private economic interests shall not be construed as including fair remuneration for professional services.
- (i) Educators in the performance of their professional duties shall keep in confidence such information as they may secure unless disclosure serves professional purposes or is required by law.
- (j) Educators shall not use their professional position, or public property, or intentionally permit another person to use an educators' professional position or public property for which the educator is responsible, for partisan political, or sectarian religious purposes, except that this shall in no way limit their constitutional or legally protected right as a citizen.
- (k) Educators in the performance of their professional duties shall direct persons to carry out only professional functions for which they are qualified.
- (l) Educators shall always keep in mind that the educational institutions and the profession itself exist for the student and not the student for the profession.

*(Adapted from K.S.A. 72-514; effective January 1, 1972)*

## 2010 MENTOR Eval Form INTERN

### 1. Thank you!

Thank you for hosting a Lyon College Teacher Intern. We enjoy working with our partner Mentor Teachers and look forward to your feedback on your intern's dispositions.

#### \* 1. Lyon College Practicum Pathwise Evaluation Form

My Name:

Date:

Lyon Intern's Name:

Grade/Subject and

School:

### 2. Information from Mentor Teacher

Directions: Please use the following numerical descriptors to indicate your evaluation of your teacher intern at the CURRENT time. We also welcome any additional comments you would like to share.

#### \* 1. Candidate is punctual and dependable.

☐

3.0 TARGET: Candidate keeps to schedule and is always punctual and rarely/never absent. Any exceptions are communicated in advance and/or explained.

☐

2.5 Above level 2.0, but below level 3.0

☐

2.0 ACCEPTABLE: Rarely absent or tardy and exceptions were explained or communicated in advance; keeps to schedule.

☐

1.5 Above level 1.0, but below level 2.0

☐

1.0 NEEDS GROWTH: Questionable attendance and punctuality; little or no explanation or communication; does not follow agreed upon schedule.

☐

0.0 UNACCEPTABLE: Candidate's attendance and punctuality do not demonstrate a desire to continue in teacher education.

Additional comments:



**2010 MENTOR Eval Form INTERN****\* 2. Candidate cooperates with mentor teacher and others.**

- ☐ 3.0 TARGET: Candidate works well with mentor teachers and others is very cooperative.
- ☐ 2.5 Above level 2.0, but below level 3.0
- ☐ 2.0 ACCEPTABLE: Candidate is cooperative.
- ☐ 1.5 Above level 1.0, but below level 2.0
- ☐ 1.0 NEEDS GROWTH: Candidate requires some growth and practice in cooperating with others in the school setting.
- ☐ 0.0 UNACCEPTABLE: Candidate's lack of cooperation does not demonstrate a desire to succeed in teaching.

Additional comments:

**\* 3. Candidate adjusts to individual learning differences and demonstrates an understanding of children from different backgrounds.**

- ☐ 3.0 TARGET: Candidate can adjust instruction to individual learning differences and is sensitive to the needs of children from different backgrounds.
- ☐ 2.5 Above level 2.0, but below level 3.0
- ☐ 2.0 ACCEPTABLE: Candidate is sensitive to differences in learners and understands that background experiences are important.
- ☐ 1.5 Above level 1.0, but below level 2.0
- ☐ 1.0 NEEDS GROWTH: Candidate requires growth and practice to fully understand differences in learners and the importance of their background experiences.
- ☐ 0.0 UNACCEPTABLE: Candidate's lack of sensitivity to individual students' differences does not demonstrate a desire to succeed in teaching ALL students.

Additional comments:

## 2010 MENTOR Eval Form INTERN

### \* 4. Candidate's general appearance, dress, and grooming are appropriate.

- ☐ 3.0 TARGET: Candidate's general appearance, dress, and grooming are appropriate and meet or exceed the dress code at all times.
- ☐ 2.5 Above level 2.0, but below level 3.0
- ☐ 2.0 ACCEPTABLE: Candidate follows the dress code and is appropriate in appearance and grooming.
- ☐ 1.5 Above level 1.0, but below level 2.0
- ☐ 1.0 NEEDS GROWTH: Candidate's appearance has not always been appropriate for the classroom. (please explain)
- ☐ 0.0 UNACCEPTABLE: Candidate's appearance and/or grooming do not demonstrate a desire to succeed in teaching.

Additional comments:

### \* 5. Candidate communicates well and uses standard English.

- ☐ 3.0 TARGET: Candidate has excellent command of English grammar and usage, and communication skills are effective and well-developed.
- ☐ 2.5 Above level 2.0, but below level 3.0
- ☐ 2.0 ACCEPTABLE: Candidate follows the rules for standard English and has little difficulty writing or speaking.
- ☐ 1.5 Above level 1.0, but below level 2.0
- ☐ 1.0 NEEDS GROWTH: Candidate has made obvious errors in English usage or needs to improve in his/her overall communication skills.
- ☐ 0.0 UNACCEPTABLE: Candidate's communication skills are not sufficient to succeed in teaching.

Additional comments:

**2010 MENTOR Eval Form INTERN****\* 6. Candidate shows professional promise, knows subject matter and is able to motivate students.**

- ☐ 3.0 TARGET: Candidate demonstrates the knowledge, skills, and dispositions expected of an independent, beginning teacher.
- ☐ 2.5 Above level 2.0, but below level 3.0
- ☐ 2.0 ACCEPTABLE: Candidate demonstrates the knowledge, skills, and dispositions of a beginning teacher and requires only modest assistance.
- ☐ 1.5 Above level 1.0, but below level 2.0
- ☐ 1.0 NEEDS GROWTH: Candidate needs assistance and requires growth and practice to improve in knowledge, skills, and dispositions.
- ☐ 0.0 UNACCEPTABLE: Candidate does not demonstrate the knowledge, skills or dispositions to succeed in teaching.

Additional comments:

**7. Summary/Recommendations from Mentor Teacher:****\* 8. Please list dates of absences and/or tardies of Intern.**

# Weekly Conference Forms

**Date:**

**Intern Name:**

**Mentor Name:**

List of Intern Teaching Responsibilities for the Week:

Intern Question(s) for the Mentor:

Mentor Comments:

## Student Internship Record of Teaching Hours

Mentor Teacher \_\_\_\_\_

Grade/Subject\_\_\_\_\_

[illegible]

**Note: An excel spreadsheet will be provided on the Teacher Education web page for intern use in documenting and tabulating clock hours.**

## 2010 Mentor FINAL Eval of Intern and Program

### 1. Evaluate Lyon's Teacher Education Program

Colleagues –

Thank you for your willingness to host a Lyon College student intern. Your role in developing future educators is both significant and influential. As a small token of our very great appreciation, you will soon receive a modest honorarium in the mail. However, in order to process it, you will need to fill out and return this information. We are asking for your impressions of our teacher preparation program. We are striving to make improvements to our program and value your feedback!

Again, please accept our deepest appreciation for your collaboration with our teacher preparation program.

Sincerely,

Kathy Price, Ed.D.  
Director of Teacher Education

DIRECTIONS: PLEASE ANSWER THE FOLLOWING QUESTIONS AND COMMENT ON THEM AS YOU CHOOSE. ALL INFORMATION WILL BE USED TO IMPROVE THE PROGRAM AND WILL BE TREATED CONFIDENTIALLY.

**\* 1. Please provide the following contact information:**

Name:   
School:   
Address:   
Address 2:   
City/Town:   
State:   
ZIP:

**2. My overall rating of my experience THIS YEAR with Lyon's Teacher Education program was:**

- ☐ A. Excellent  
☐ B. Good  
☐ C. Fair  
☐ D. Poor

**3. The material I received to assist me was well organized and presented clearly and I was given contact information and knew exactly how to contact the Lyon College Faculty representative with whom I worked.**

- ☐ A. Yes  
☐ B. No  
☐ C. Somewhat or not sure

**2010 Mentor FINAL Eval of Intern and Program**

**4. Discussions and interactions between a Lyon Teacher Education faculty member and myself were encouraged and facilitated effectively, and I was given advice, feedback, or assistance in a timely manner if requested.**

- ☐ A. Yes  
☐ B. No  
☐ C. Somewhat or not sure

**5. I felt respected by the Lyon College Faculty Member.**

- ☐ A. Yes  
☐ B. No  
☐ C. Somewhat or not sure

**6. I would consider working with Lyon College teacher education students again in the future.**

- ☐ A. Yes  
☐ B. No  
☐ C. Somewhat or not sure

**7. I felt the Lyon College Faculty member visited the student intern and/or my classroom**

- ☐ A. about the right number of times  
☐ B. Too frequently  
☐ C. Not enough

**8. Please comment on what you consider to be the STRONGEST aspect of Lyon's Teacher Education program:**

**9. Please comment on what you consider to be the WEAKEST aspect of Lyon's Teacher Education program:**

**10. Do you have any additional comments or suggestions for changes that could improve the Lyon Teacher Education program?**

## 2010 Mentor FINAL Eval of Intern and Program

### 2. Evaluate Your Lyon INTERN

Again, thank you for hosting a Lyon College Intern. In the following sections, please choose the response for each criterion that you feel most closely represents the intern's ability AT THIS TIME. We also invite any additional comments that you might have regarding your intern's performance. Please evaluate your intern's abilities as honestly as possible so that we have a clear picture of his or her preparedness for entering the teaching profession.

### 3. Pathwise Domain A - Organizing Content Knowledge for Student Learning

#### 1. A1: Becoming familiar with students' background knowledge and experiences.

- ☐ 3.0 TARGET: Demonstrates a comprehensive and clear understanding of the importance of familiarity with students' background experiences.
- ☐ 2.5 Above level 2.0, but below level 3.0
- ☐ 2.0 ACCEPTABLE: Some understanding of the importance of familiarity with students' background experiences.
- ☐ 1.5 Above level 1.0, but below level 2.0
- ☐ 1.0 NEEDS GROWTH: Lacks understanding of the importance of familiarity with students' background experiences.
- ☐ 0.0 UNACCEPTABLE: No information provided.

Additional comments:

#### 2. A2: Articulates clear learning goals for the lesson that are appropriate for the student.

- ☐ 3.0 TARGET: Clear learning goals with a well thought out explanation of why they are appropriate for the students OR clear learning goals and has differentiated for groups or individual students in the class.
- ☐ 2.5 Above level 2.0, but below level 3.0.
- ☐ 2.0 ACCEPTABLE: Clear learning goals articulated that are appropriate for the students.
- ☐ 1.5 Above level 1.0, but below level 2.0
- ☐ 1.0 NEEDS GROWTH: Goals are not clear or are inappropriate for students.
- ☐ 0.0 UNACCEPTABLE: No information provided.

Additional comments:



**2010 Mentor FINAL Eval of Intern and Program****3. A3: Demonstrates an understanding of the connection between past, present and future content.**

- ☐ 3.0 TARGET: Accurately explains how content relates to previous or future lessons AND how the content fits within the structure of the discipline.
- ☐ 2.5 Above level 2.0, but below level 3.0.
- ☐ 2.0 ACCEPTABLE: Accurately explains how content relates to previous or future lessons.
- ☐ 1.5 Above level 1.0, but below level 2.0
- ☐ 1.0 NEEDS GROWTH: Does not explain how content relates to previous/ future lessons or explanation is illogical or inaccurate.
- ☐ 0.0 UNACCEPTABLE: No information provided.

Additional comments:

**4. A4: Selects methods, activities, and materials that are aligned with the lesson.**

- ☐ 3.0 TARGET: Methods, materials, and activities are aligned with goals and allow for differentiated learning experiences OR sound explanation is given for why single method or activity is appropriate.
- ☐ 2.5 Above level 2.0, but below level 3.0.
- ☐ 2.0 ACCEPTABLE: Methods, materials, and activities are aligned with lesson goals and are appropriate to students.
- ☐ 1.5 Above level 1.0, but below level 2.0
- ☐ 1.0 NEEDS GROWTH: Methods, materials, and activities are unrelated to lesson goals or are inappropriate to students.
- ☐ 0.0 UNACCEPTABLE: No information provided.

Additional comments:

## 2010 Mentor FINAL Eval of Intern and Program

### 5. A5: Selects evaluation procedures that are appropriate for students and aligned with the goals of the lesson.

- ☐ 3.0 TARGET: Planned evaluation is aligned with lesson goals, appropriate to the students, and describes how results of the evaluation will be used in planning future instruction.
- ☐ 2.5 Above level 2.0, but below level 3.0.
- ☐ 2.0 ACCEPTABLE: Planned evaluation is aligned with lesson goals and appropriate to the students.
- ☐ 1.5 Above level 1.0, but below level 2.0
- ☐ 1.0 NEEDS GROWTH: Evaluation is inappropriate for lesson goals and/or for the students.
- ☐ 0.0 UNACCEPTABLE: No evaluation plan.

Additional comments:

## 4. Pathwise Domain B - Creating an Environment for Student Learning

### 1. B1: Creates a climate that promotes fairness.

- ☐ 3.0 TARGET: Treats students fairly and actively encourages fairness among students.
- ☐ 2.5 Above level 2.0, but below level 3.0.
- ☐ 2.0 ACCEPTABLE: Treats students fairly and does not accept unfair behavior among students.
- ☐ 1.5 Above level 1.0, but below level 2.0
- ☐ 1.0 NEEDS GROWTH: Unfair in the treatment of students OR tolerates unfair behavior among students.
- ☐ 0.0 UNACCEPTABLE: No progress made in maintaining fairness.

Additional comments:

**2010 Mentor FINAL Eval of Intern and Program****2. B2: Establishes and maintains rapport with students.**

- ☐ 3.0 TARGET: Successfully establishes rapport in ways that are appropriate to students' diverse needs and backgrounds.
- ☐ 2.5 Above level 2.0, but below level 3.0.
- ☐ 2.0 ACCEPTABLE: Establishes a basic level of rapport with students.
- ☐ 1.5 Above level 1.0, but below level 2.0
- ☐ 1.0 NEEDS GROWTH: No attempt to establish rapport OR teacher attempts are inappropriate.
- ☐ 0.0 UNACCEPTABLE: No progress made in attempting to establish rapport.

Additional comments:

**3. B3: Communicates challenging learning expectations to each student.**

- ☐ 3.0 TARGET: Actively encourages students to meet challenging learning expectations.
- ☐ 2.5 Above level 2.0, but below level 3.0
- ☐ 2.0 ACCEPTABLE: Neutral - does not communicate negative expectations.
- ☐ 1.5 Above level 1.0, but below level 2.0
- ☐ 1.0 NEEDS GROWTH: Communicates low expectations.
- ☐ 0.0 UNACCEPTABLE: No progress made in encouraging students to meet challenging learning expectations.

Additional comments:

**4. B4: Establishes and maintains consistent standards of behavior.**

- ☐ 3.0 TARGET: Consistent, reasonably successful responses to disruptive behavior and minor misbehavior OR student behavior is consistently appropriate.
- ☐ 2.5 Above level 2.0, but below level 3.0
- ☐ 2.0 ACCEPTABLE: Appropriate attempts to respond to disruptive behavior in a manner that demonstrates respect for the students.
- ☐ 1.5 Above level 1.0, but below level 2.0
- ☐ 1.0 NEEDS GROWTH: No attempt to respond to disruptive behavior or does not demonstrate respect for the students.
- ☐ 0.0 UNACCEPTABLE: No progress made in maintaining consistently appropriate student behavior.

Additional comments:

## 2010 Mentor FINAL Eval of Intern and Program

### 5. B5: Makes the physical environment as safe and conducive to learning as possible.

- ☐ 3.0 TARGET: Physical environment is used as a resource and all students' needs are met. Effectively adjusts to the environment when it can't be changed.
- ☐ 2.5 Above level 2.0, but below level 3.0
- ☐ 2.0 ACCEPTABLE: Physical environment is safe and does not interfere with learning.
- ☐ 1.5 Above level 1.0, but below level 2.0
- ☐ 1.0 NEEDS GROWTH: Environment is unsafe or interferes with learning.
- ☐ 0.0 UNACCEPTABLE: No progress made in maintaining a safe physical environment conducive to learning.

Additional comments:

  

## 5. Pathwise Domain C - Teaching for Student Learning

### 1. C1: Makes learning goals and instructional procedures clear to students.

- ☐ 3.0 TARGET: Provides accurate information and students seem to understand fully; all students, including those who have trouble initially, can carry out the procedures.
- ☐ 2.5 Above level 2.0, but below level 3.0
- ☐ 2.0 ACCEPTABLE: Provides clear, accurate information about goals and procedures, and most of the students seem to understand.
- ☐ 1.5 Above level 1.0, but below level 2.0
- ☐ 1.0 NEEDS GROWTH: Provides no information, confusing information, or inaccurate information about goals or procedures.
- ☐ 0.0 UNACCEPTABLE: No progress made in providing clear goals and procedures.

Additional comments:

**2010 Mentor FINAL Eval of Intern and Program****2. C2: Makes content comprehensible to students.**

- ☐ 3.0 TARGET: Lesson content is accurate and appears to be comprehensible to students, and the lesson has a logical and coherent structure.
- ☐ 2.5 Above level 2.0, but below level 3.0
- ☐ 2.0 ACCEPTABLE: Content is accurate and appears to be comprehensible to students.
- ☐ 1.5 Above level 1.0, but below level 2.0
- ☐ 1.0 NEEDS GROWTH: Content appears to be incomprehensible or contains substantive inaccuracies.
- ☐ 0.0 UNACCEPTABLE: No progress made in providing clear content.

Additional comments:

**3. C3: Encourages students to extend thinking.**

- ☐ 3.0 TARGET: Encourages students to extend thinking through activities or strategies specifically designed or chosen with this intent.
- ☐ 2.5 Above level 2.0, but below level 3.0
- ☐ 2.0 ACCEPTABLE: Encourages students to think independently, creatively, or critically in the context of the content being studied.
- ☐ 1.5 Above level 1.0, but below level 2.0
- ☐ 1.0 NEEDS GROWTH: Discourages students from thinking independently, creatively, or critically.
- ☐ 0.0 UNACCEPTABLE: No progress made in encouraging students to extend thinking.

Additional comments:

## 2010 Mentor FINAL Eval of Intern and Program

### 4. C4: Monitors students' understanding through a variety of means. Provides feedback and adjusts learning activities as the situation demands.

- ☐ 3.0 TARGET: Monitors individuals' or groups' understanding, provides substantive and specific feedback as necessary, and makes appropriate instructional adjustments as needed.
- ☐ 2.5 Above level 2.0, but below level 3.0
- ☐ 2.0 ACCEPTABLE: Monitors students' understanding of content and provides feedback as necessary.
- ☐ 1.5 Above level 1.0, but below level 2.0
- ☐ 1.0 NEEDS GROWTH: Makes no attempt to determine whether students understand and/or gives no feedback.
- ☐ 0.0 UNACCEPTABLE: No progress made in monitoring students' understanding of content or providing appropriate feedback.

Additional comments:

### 5. C5: Uses instructional time effectively.

- ☐ 3.0 TARGET: Entire instructional time is spent on activities with instructional value; non-instructional procedures are conducted efficiently; pacing is appropriate.
- ☐ 2.5 Above level 2.0, but below level 3.0
- ☐ 2.0 ACCEPTABLE: Pacing of lesson is appropriate for most students and non-instructional tasks do not occupy an excessive amount of time.
- ☐ 1.5 Above level 1.0, but below level 2.0
- ☐ 1.0 NEEDS GROWTH: Substantial time on activities of little instructional value OR pacing inappropriate.
- ☐ 0.0 UNACCEPTABLE: No progress made in using instructional time effectively.

Additional comments:

**6. Pathwise Domain D - Teacher Professionalism****1. D1: Reflects on the extent to which the learning goals were met.**

- ☐ 3.0 TARGET: Accurately describes strengths and weaknesses in relation to the learning goals and describes how this experience can be used in future instruction while supporting his or her judgments with specific evidence from the observed lesson.
- ☐ 2.5 Above level 2.0, but below level 3.0
- ☐ 2.0 ACCEPTABLE: Accurately describes strengths and weaknesses in relation to the learning goals and describes how this experience can be used in future instruction.
- ☐ 1.5 Above level 1.0, but below level 2.0
- ☐ 1.0 NEEDS GROWTH: Relates reflection to learning goals OR to future instruction.
- ☐ 0.0 UNACCEPTABLE: Does not relate reflection to learning goals and future instruction.

Additional comments:

  
**2. D2: Demonstrates a sense of efficacy.**

- ☐ 3.0 Suggests specific, practical actions that he or she intends to take to address specific learning needs of students.
- ☐ 2.5 Above level 2.0, but below level 3.0
- ☐ 2.0 ACCEPTABLE: Tries to help but can't suggest specific, practical actions beyond those already tried.
- ☐ 1.5 Above level 1.0, but below level 2.0
- ☐ 1.0 NEEDS GROWTH: Suggestions are not addressed to specific learning needs of students.
- ☐ 0.0 UNACCEPTABLE: No attempt to help.

Additional comments:

## 2010 Mentor FINAL Eval of Intern and Program

### 3. D3: Builds professional relationships with colleagues to share teaching insights and to coordinate learning activities.

- ☐ 3.0 TARGET: Demonstrates knowledge of resources and collaborates to coordinate learning activities or address other teaching concerns.
- ☐ 2.5 Above level 2.0, but below 3.0
- ☐ 2.0 ACCEPTABLE: Demonstrates knowledge of resources and attempts to consult when necessary.
- ☐ 1.5 Above level 1.0, but below level 2.0
- ☐ 1.0 NEEDS GROWTH: No knowledge of resources or does not attempt to consult even if necessary.
- ☐ 0.0 UNACCEPTABLE: Ignores obvious needs for resources or consultations.

Additional comments:

### 4. D4: Communicates with parents or guardians about student learning

- ☐ 3.0 TARGET: Describes specific situations in which he or she has communicated or WOULD communicate with parents or guardians regarding specific students OR provides physical evidence of the forms of communication she or he has used.
- ☐ 2.5 Above level 2.0, but below level 3.0
- ☐ 2.0 ACCEPTABLE: Demonstrates knowledge of forms of communication for various reasons.
- ☐ 1.5 Above level 1.0, but below level 2.0
- ☐ 1.0 NEEDS GROWTH: No knowledge of communication methods or does not attempt to communicate even if necessary.
- ☐ 0.0 UNACCEPTABLE: Ignores obvious need for parent or guardian communication.

Additional comments:

### 5. Summary/Recommendations from Lyon College Supervisor:



## 7. Final Recommendation from Mentor Teacher

### 1. Please select an answer from the following choices.

- ☐ I would be comfortable recommending this intern for a teacher's license in our state.
- ☐ I would not be comfortable recommending this intern for a license in our state.
- ☐ I prefer not to answer this question.

Summary comments/recommendation

